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ABSTRACT

The manual contains suggested activities to develop the language skills assessed by the Florida Language Profile, a screening instrument to help identify young learning disabled children. Three to ten activities are listed for each of the following categories: body parts; right and left; rote counting, naming and identifying numbers, and counting objects; time concepts; telling time; shape concepts; position and direction; same and different; color names; addition and subtraction and other math skills; and saying letters, letter sounds and reading. Also provided are three instructional material patterns appropriate for duplicating. (DB)

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ACTIVITIES MANUAL

FOR

FLORIDA LANGUAGE PROFILE

School Board of St. Lucie County, Florida
D. R. Seelinger, Superintendent
Ft. Pierce, Florida 33450

ED092381

A NOTE

In St. Lucie County, we experimented with the Florida Language Profile * as a screening instrument for Learning Disabled children. So that our endeavors to help children would not end with a profile of scores in a file cabinet, we made up some activities to assist the teachers and aides in providing help for the children.

We attempted to create activities that would develop skills required in each subtest of the FLP. In some instances, where much overlap occurs, we combined several of the subtests.

This is in no way meant to be an exhaustive catalog of activities. Rather, it is a starting point. We have listed a few of the ideas we have found to be successful. We assume that these activities will provide a beginning for teachers and aides who wish to use them. For that reason, we have left space in each subtest area for personal notes. Persons using the Activities Manual can thus jot down their own original and unique ideas.

An Activities Kit containing these and other materials, ready-to-use, can be obtained from the Florida Developed Products Clearinghouse/Information Center. This Kit will be on loan effective July 15, 1976.

--Title VI-B Early Identification for Learning Disabilities Project
St. Lucie County
Lannie Smith, Coordinator

* The FLP was authored by William D. Wolking with Elizabeth Nancarrow and Dennis Ehrhardt, through a Title VI-B grant of the Elementary and Secondary Education Act from Florida State Department of Education, Exceptional Child Education Section.

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BODY PARTS

1. Go over these body parts with the children. Be sure they know and can identify each of the parts on their own body. They may forget and need drill, but make sure that they have been told and shown before proceeding to other areas.

wrist	mouth	stomach
foot	hand	shoulder
head	arm	ankle
leg	back	chin
eye	knee	finger
ear	chest	elbow
nose	toe	waist

2. Let the children choose partners and as the teacher names the particular body part, the children can find it on their partner.

3. Let the children use dolls or animals, and identify the parts.

4. Let the children lie on butcher paper and trace around their bodies. Then the children should color or paint their "bodies". Then cut them out. Hang them around the room.

5. Play Simon Says.

6. Play Show me Where it Hurts! Give children a token when they can show you where the following "pains" occur:

black eye	chest cold
sprained wrist	mashed finger
cut on chin	mouth ulcer
leg cramp	ear ache
corn on right foot	back ache
broken arm	water on the kneecap
upset stomach	bruised elbow
an ache in the waist	sprained ankle
mosquito bite on left shoulder	athlete's foot
blister on left hand	headache
broken nose	toothache
ingrown toenail	crick in the neck
broken collarbone	sore throat

7. Use records to reinforce recognition of body parts: Listening and Moving from Educational Activities, Inc. and Learning Basic Skills to Music Educational Activities, Inc, Freeport NY 11520.

8. Use a flannel board, and provide the pieces below. Have the children take turns following our directions.

head	2 shoes	hat
body	2 eyes	hat band
2 arms	mouth	buttons
2 pant legs	hair	tie
2 ears	shirt	belt
nose	2 gloves	watch

Body Parts, cont.

Flannel Board Directions:

1. put a head in the middle of the flannel board
2. put the body under the head
3. give him a right arm
4. give him a left arm
5. give him a left leg
6. give him a right leg.
7. give him a right ear
8. give him a nose
9. give him a left shoe
10. give him a right eye
11. give him a left ear
12. give him a mouth
13. give him a right shoe
14. give him a left eye
15. put some hair on his head
16. put a shirt below his head
17. give him a right glove
18. put a hat on his head
19. give him a left hand glove
20. put a band around his hat
21. give him some buttons
22. give him a tie
23. give him a belt
24. put a watch on his left wrist

9. Let the children make puzzles that will reinforce body image. Use an old catalog and help the children cut models from it. Mount these on contrasting colors of poster board and laminate. Cut into puzzle pieces with a paper cutter.

ADD YOUR OWN BODY IDENTIFICATION ACTIVITIES HERE

1. Tie a red ribbon to the right hand.

2. Teach hand shaking.

3. Make a game following verbal instructions: the teacher says (for example)

wave to the person on your right
shake your left leg
close your right eye
wiggle your right fingers
hop on your left foot
turn to the right

4. Make a game where the teacher gives child a piece of paper and says: (ex.)

put a circle on the right side of the paper
put a square on the left side of the paper
color the shape on the right green
color the shape on the left red

All of this could be done on Language Master cards for independent activity.

5. Cut picture of a plate, knife, fork, spoon, napkin. Laminate and put magnets on the back of them and keep them on the file cabint. As either a group activity, or an independent activity (utilizing language master cards) have the children come forward and do the following:

1. Put the knife on the right side of the plate.
2. Put the spoon on the right side of the knife.
3. Put the fork on the left side of the plate.
4. Put the napkin on the right side of the plate.

6. Make a tree or cut one from a magazine. Laminate it and attach magnets. Display on file cabinet. Make a couple of birds, (one red, one blue) and a bird house and a bird nest. Using the following sentences:

1. Put the red bird on the right side of the tree.
2. Put the blue bird on the left side of the tree.
3. Put the nest on the right side of the tree.
4. Put the birdhouse on the left side of the tree.

7. Play Simon Says utilizing right and left directions: touch your right knee, touch your left ankle. This reinforces body parts as well.

ADD YOUR OWN ACTIVITIES FOR TEACHING RIGHT AND LEFT

ROTE COUNTING NAMING AND IDENTIFYING NUMBERS COUNTING OBJECTS --because of the similarity of activities, these subtests have been grouped together.

1. Practice counting in rhythm or to music, a few number at a time. Point to a matching number picture or a picture with a corresponding number of animals as the children count to accustom them to quantities and numbers.

Teach matching numbers to verbal words. A group activity: the teacher says "3" The child goes forward and points to "3 " on a numberline. Individual independent activity: record the number on a Language Master card and have the child clip the flashcard with the same number to a language master card with a clothespin.

Practice writing the numbers.

To associate numbers with quantities, have boxes with various numbers of marbles, paperclips etc. in each box. The child's task is to count the number of objects and attach the appropriate flash card number .

Make a train numberline out of milk cartons with the tops cut off. Paint them. Label each with a number. Have the children put the corresponding number of paper clips into the box cars.

Use Talking Tom for counting objects. (see color activities for Talking Tom). Use strips with objects to count.

For tactile stimulation, present cards with holes punched out. Blindfold the children, have them count the number of holes in each card.

Have the children make sailboats. Give them sails made from construction paper, with a number of circles on the sail for them to count. They then find a boat with the matching number on it.

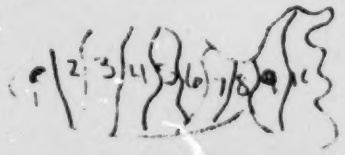
Play Fido's bones. The child sorts Fido's bones into his dog houses, according to the number on the top of the doghouse. (10 dog houses, one dog, 55 bones. see patterns in back of book).

Do number before and number after exercises. You can record a number on a language master, and have the child record the number before and number after; present sheets on which the numbers are written in numerical order, with some omitted. The child fills in the missing numbers.

Do follow the number drawings in commercial coloring books.

On posterboard, paste in rows down the right side, groups of squares. Arrange in random order groups of 1-10 , and include a space for zero. Down the left side write the numbers from 0-10. Hole-punch beside each number and attach yarn. Hole-punch on the right side, beside each group of squares. The child is to match the number of objects with the correct numeral by threading the yarn.

3. Make fish puzzles. Number from 1-10. Have the child arrange the fish.



TIME CONCEPTS

1. Practice memory-saying the days of the week.

2. Make a daily calendar exercise a part of the routine. Include questions that tap the following:

   The day of the week today is
   today's date
   yesterday and tomorrow's date
   what day yesterday was and what tomorrow will be.
   day before yesterday and day after tomorrow.

Aid the student in becoming aware of time.

3. Each day emphasize the name of the day of the week. Write the name of the day of the week on the board in the same place at approximately the same time each morning.

4. Each morning have the class say the days of the week with you in order. Make a chart of the days of the week and point to the days as they are said.

5. When the days of the week have been mastered move to the concept of the "whole week". Aid the children in determining how many days are in a week. Draw a distinction between how many days there are in a whole week and the number of days that children go to school.

6. When the concept of days of the week and week are established then work on the months of the year. Again, the month of the year should be written on the board. This should be written on the first school day of the month. The month should be reviewed daily preferably several times during the day. The months should be taught in order and said frequently as a group and later individually.

7. When the days of the week and months of the year are clearly established, play the game " Is it a day or month." The teacher will say the name of a day or month. The pupils would respond by telling whether the word was a month or day.

8. Teach the holidays explicitly. Teach the meaning of the word " holiday". Point out that there are many holidays in the school year. Almost every month has a holiday. Draw a clear distinction between the concept of month and holiday.

9. As each holiday occurs emphasize the specific holiday. Work on the meaning of The holiday through art activities, written work, filmstrips, field trips, movies, games, and parties. In all of these activities repeat the name of the holiday frequently. Write the name of the holiday on the board. Refer to the written name of the holiday as it is discussed.

10. When several holidays have been taught, play " Is it a Day, Month or Holiday?" The teacher would say, " Is Monday a day, month, or a holiday?" The class (choral speaking) would reply: "Monday is a day." (Note: Have the group use the name of the day, month or holiday in the reply.)

11. The above activity can be used as a written assignment. Mix the days of the week and moths of the year in a column. (leave a doulbe space between the words). Give the pupils a piece of paper that has been divided into two columns (lined for those needing structure). Lable one column "Days" and the other "Months". The pupils would write the months in one column and the days in the other. At. first the teacher could possibly use this as a group activity. Later the same activity would be an independent activity.

12. Expand the above activity to include holidays when several have been mastered.

TIME CONCEPTS...cont...

13. Develop the concepts of after and before. One concept at a time. Use the concept in oral communication. "What day comes after Monday?" The group or pupil would respond orally. Later advance the activity to a written assignment. However, have the days of the week on a bulletin board so that the guess work would be eliminated. After the concept of after has been mastered then the concept of before may be encountered.

14. After developing the concept of after and before, play " Is it after or before? "Is Sunday after or before Monday?"

15. Advance to the seasons. Teach these explicitly. On the first cold day utilize it to teach the season winter. Be sure that it is during the winter season.

16. Use pictures to depict the seasons. These can be found in magazines and mounted on the bulletin board. Put the name of the season under the picture of the season. Review these concepts frequently.

17. Have the children draw pictures of each season of the year. Later have the pupil draw a picture of a specific season. Mount these on the bulletin board where you had the original ones.

18. Teach the activities that would be taking place in a specificied season. Relate activities to the season. Use the activities for teaching in the classroom. Example: in the Fall have colored leaves available (these could be sent to you from the North or else try to locate some Florida maples, they usually have some color). If you cannot find colored leaves, have the class make them as an art project. Have the class bring corn, etc. that relate to the Fall. Make stories about these activities re-emphasing the word Fall frequently. (If the class can spell ball, teach the spelling of fall and include it on their spelling list.)

18. Some learning aids could include the days of the week, months of the year, and numbers 1- 31, and 1975 on strips of posterboard. For added tactile reinforcement, trace the figures in thick yarn or in Elmer's glue and sprinkle sand over the strip. Put magnets on the back and keep the cards on the file cabinets. The children can do a number of activities from alphabetizing to putting the days in the correct order.

TELLING TIME

1. Use time flash cards. Start with hours, then half hours, then quarter hours, etc.

2. DLM puts out a clock stamp. Use these to make up worksheets. The children can fill in the time they get up, go to school, lunch, bed, etc.

ADD YOUR OWN ACTIVITIES FOR TEACHING ROTE COUNTING, NAMING AND IDENTIFYING NUMBERS AND COUNTING OBJECTS

ADD YOUR OWN ACTIVITIES FOR TEACHING TIME CONCEPTS AND TELLING TIME

SHAPE CONCEPTS

1. Introduce the following shapes at whatever rate the child can handle: circle square, triangle, rectangle, diamond, star.

2. Make enough of the shapes for each child in the group. Play a matching game, where the teacher holds up a certain shape, and the children must try to hold up the same shape to match.

3. Give the child 25 or so shapes in various colors. Time him to see how quickly he can sort the shapes into the appropriate groups.

4. Play a game where the children must "find something in the room that is shaped like a circle," or square. etc.

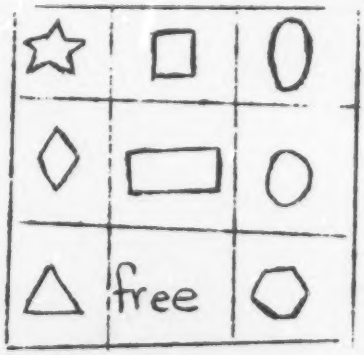
5. Tactile recognition. Blindfold the child, and let him pick from a box that contains various shapes and identify the shape he selects by naming it.

   or have him select a shape, and then replace it and let him draw the shape on chalkboard or paper.

   or have him feel it in the box until he can find another one like the first.

6. Play Geometric Tic Tac Toe

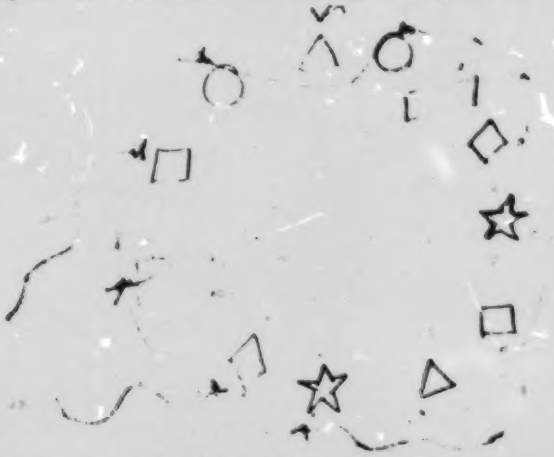
Make the desired number of cards and divide each into nine squares. Make construction paper shapes and put one in each square. Do not use a color more than once in any given shape; i.e. only one red circle. Vary each large card so that no shape is in the same position. Make a duplicate set of shapes and put them in a small paper sack. The therapist gives each child a game card and then draws a shape from the sack without letting the child see it, she asks if anyone has a (purple triangle... etc.), and he gets to cover it up. The first child to have three spaces in a row covered wins. (This game may also be used in auditory association by asking the children to name objects that come in various shapes.)



make the card at least 5¼ by 5½ inches square.

cont. SHAPE

7. Cut a large circle by tracing around a long play record. Poster board is a good thickness to use. Then cut two each of the following shapes, using a variety of colors of construction paper: star triangle, diamond, square, rectangle, circle. Paste them in random order around the circumfrance of the large circle. Laminate. Punch a hole beside each shape. Attach yarn to one triangle, one square, etc. The child is to match the shapes by finding the other triangle or square, etc. and threading the yarn through the appropriate hole.



8. Teach the child how to draw the shapes on the chalkboard and on paper. Then add variety by letting him make them with pegs in a peg board. He can stretch rubber bands to complete the shapes.

9. An activity having to do with visual memory could have shapes cut from constructi paper and pasted on an 8 1/2 x 11 sheet of construction paper Make an identifying mark on the shape. Have the child turn over the paper, find the identical shape, and make the same mark on it. Have these laminated, and use grease pens so they can be used over and over.

ADD YOUR OWN ACTIVITIES FOR SHAPES HERE

POSITION AND DIRECTION

1. Cut out pictures of animals or draw them on conitruction paper and make a ring about 10 inches in diameter. Have them laminated. Attach magnets to the back. Keep them on a file cabinet or other magnetic surface. As either a group activi or an independent activity (recording the sentences on Language Master cards) make a game based on the following sorts of instructions:

   Put the bird in the middle of the ring.
   Put the dog above the circle.
   Put the cat below the circle.
   Put the mouse on the cat.
   Put the horse beside the dog .
   Put the rabbit between the horse and the dog.

2. Make a big tree and attach magnets. Use the following sorts of information for instructions:

   Put a red bird in the tree.
   Put a blue bird on the trunk.
   Put a green bird under the blue bird.
   Put a yellow bird above the red bird.
   Put a brown cat near the tree.
   Put a dog behind the cat.
   Put a yellow cat beside the dog.

3. Give the child a strip of paper (see below). The teacher could give the directions orally, or record them on Language Master cards.

   1. Put an N on the 3rd space.
   2. Put a U before the N.
   3. Put a D after the N.
   4. Put an A after the D.
   5. Put an S at the very beginning.
   6. Put a Y last.
   7. Write the word in the space provided.

_____ _____ _____ _____ _____ _____

The first day of week is _____.

cont- POSITION AND DIRECTION

For Position and Direction, and SIZE-QUANTITY, use Learning Basic Skills to Music and Listening and Moving from Educational Activities, Inc. Freeport, Ney York 11520.

ADD YOUR OWN ACTIVITIES FOR POSITION AND DIRECTION AND SIZE QUANTITY HERE

SAME DIFFERENT

1. Sorting: Display a red circle. Give the child 10 circles (4 red and 6 other colors). Have him find all the circles that are the same color as the one on display.

2. Give him 10 pictures of animals. (5 cats and 5 other animals) Have him find all the pictures of the same kind of animal.

3. When the child has mastered the concept of same, use these materials as above and teach him to find all the different ones.

4. Give the child visual discrimination tasks where he is to circle all the shapes that are the same as the first one (or all the ones which are different from the first one)

Example:

5. Do the same exercise with letters or numbers. Example:

A | A V B A A C

6. Show pictures and have the child tell in what way two things are alike.
Example:

a cat and a dog
both have tails, ears, eyes, etc.
both run, eat...

How are a cat and dog different?

ADD YOUR OWN ACTIVITIES FOR DEVELOPING THE CONCEPT OF SAME AND DIFFERENT HERE

COLOR NAMES

1. Display a giant wall chart with colors labled with color names.

2. As a group activity, give each child construction paper circles of various colors. The teacher will hold up a certain color and the children will find and hold up their circle with the corresponding color. One child will be selected to tell the class the name of the color.

   Independent activity: Record color on Language Master cards. Have the child Listen to the card, and then find the construction paper circle o f the same color and clip it to the card with a clothespin.

3. Paint or cover a number of milk cartons with construction paper. Also write the name of the color of the carton on the side of it. Give the child 25 or 30 little construction paper squares to sort into the appropriate boxes. Each time he puts one in a carton he must say the name of the color.

4. Group activity: Teacher says: " Linda, find something in the room that is red and touch it." She does and then Linda picks someone: "James find something in the room that is blue and touch it." Then James takes a turn, etc.

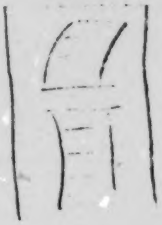
5. Color Bingo. (Follow same format as for Geometric Tic Tac Toe under Shape Concepts)

6. Coloring activities: Record on numbered language master cards various color names. The child must listen to card # 1 and color the number 1 area on his paper the appropriate color.

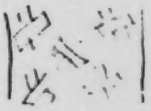
   Example:

7. Take turns describing someone's clothes around the room. Jean: "Alice has on a blue skirt." Alice: "Mike has brown hair." Mike: "Sam has yellow socks"...

8. Use the Talking Tom dolls to drill the children on color recognition. Put the color Talking Tom strip in Tom's mouth. Have the child name the color.



9. Color X's. Use this activity to teach colors and position and direction concepts. Use tag board or posterboard for backing. Cut out different colored strips of construction paper (1/2" x 3"). Arrange the strips into x's as shown below. Ask the child to find an orange and brown x. Which colors are in the x in the middle. What color is the x that is on the top right? etc.



ADD YOUR IDEAS FOR TEACHING COLORS HERE

ADDITION AND SUBTRACTION AND OTHER MATH SKILLS

Use a number sheet (see illustration in back) for teaching number order, counting by ones, twos, fives, tens, etc. Use it to teach addition, subtraction, the number before and the number after, first last and top and bottom. For an independent activity, the child could be given a laminated number sheet, and listen to activities that have been recorded on a language master card, such as:

Circle the odd numbers in green.
Cross out the last number in the first row.
Circle the number that is 10 plus 5.
Count by fives, and as you do, circle each number you say in purple.

Use flashcards for drill.

Make a set of buses. See pattern in back. On each bus write a number, and for each bus make two wheels. On each write a math fact. For example if your bus was #10, one wheel could say 5 + 5, and the other 3+7 or 12-2 and 15-5.

Paste a number of shapes on a piece of construction paper, using each shape only once. On the back paste a matching shape for each one that is on the front. On the front side write math equations, such as 2 + 3 on a circle. The student will work the problem, turn the sheet over, locate the circle, and put the answer in the circle. These sheets should be laminated for re-use.

ADD YOUR IDEAS FOR MATH SKILLS HERE

SAYING LETTERS, LETTER SOUNDS AND READING

1. Make construction paper circles. Print the upper case letters on one set, and lower case on the other. Children can independently match upper and lower case letters. Or in a small group activity, the teacher can produce a letter circle. If the child can say the letter, or the sound, or go to the board and draw the matching capital or lower case letter, or say a word that begins with that sound, he can keep the circle for the duration of the game. The set could be shuffled, and the child could put it in alphabetical order.

2. Talking Tom activities (See color section for how to use Talking Tom) for letter recognition, writing, and producing sound.

3. On the Go! game for learning FLP words. Children spin to see how many spaces they can go. If they can read the word they can stay.

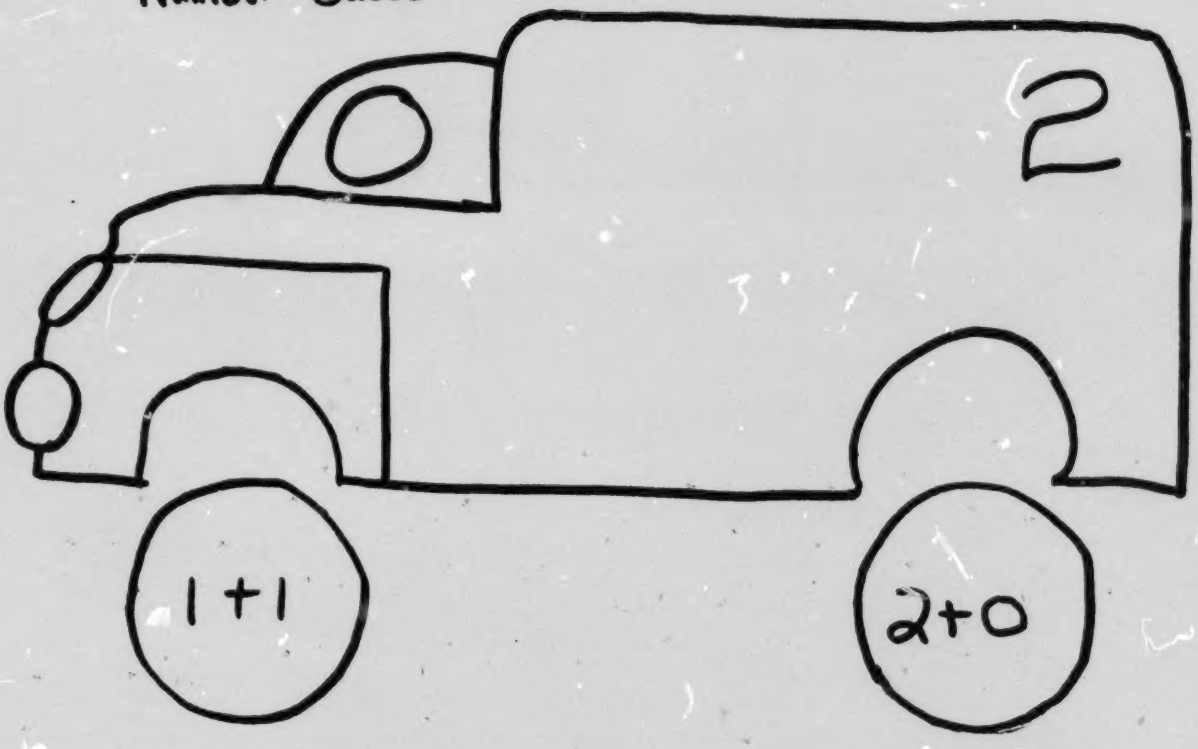
4. Use color men (patterns in back) to teach color words. The children match the color men with the appropriate color word.

5. The number worm teaches the number words. See back for pattern.

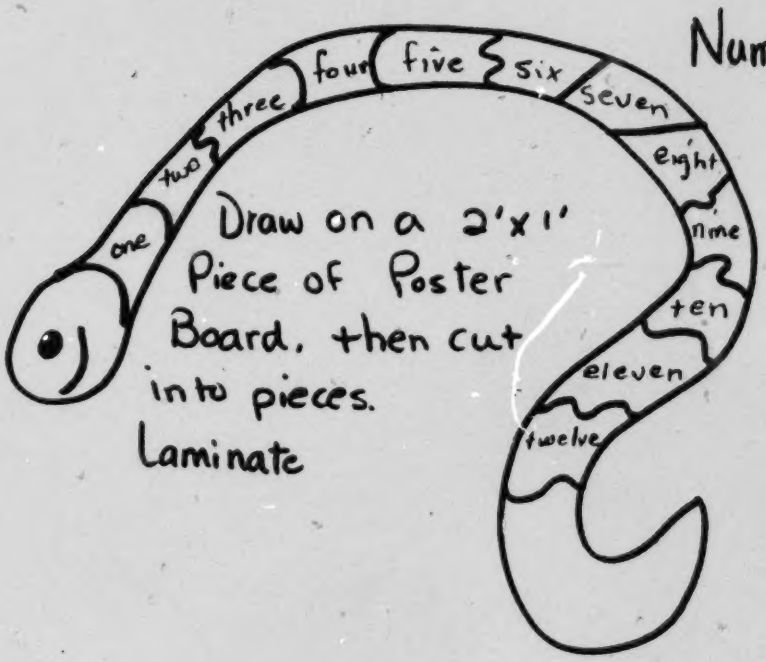
6. Go through old HighLights magazines for phonic activities ranging from hard to easy. Mount on construction paper and laminate, and begin a learning center of these fun activities.

ADD YOUR IDEAS FOR DEVELOPING READING SKILLS HERE

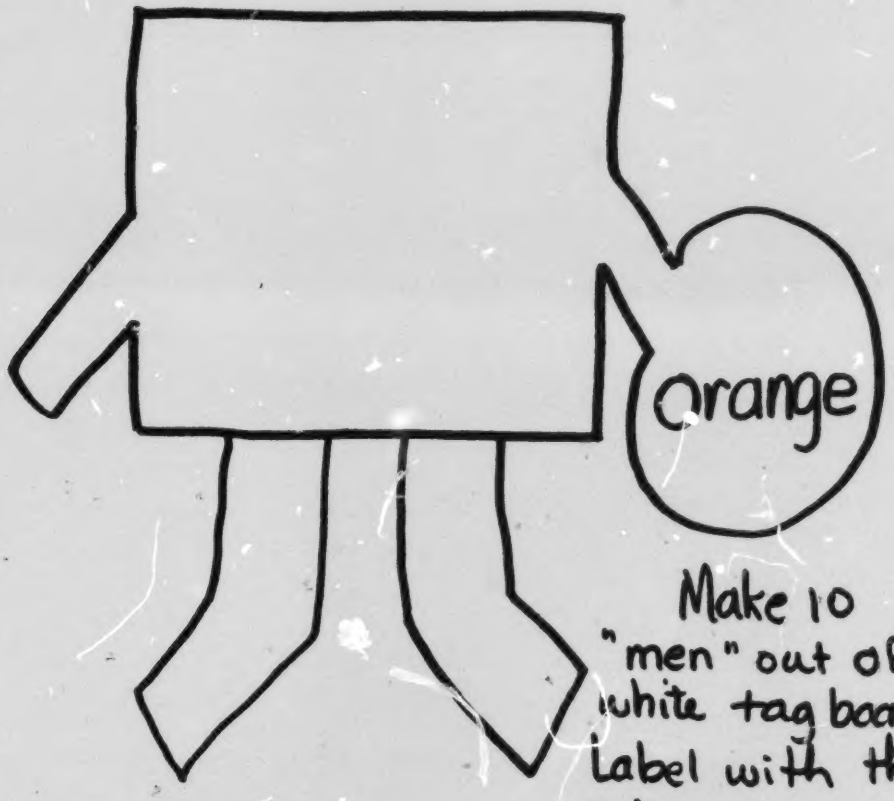
Number Buses



Number Worm



Draw on a 2'x1' Piece of Poster Board, then cut into pieces. Laminate



Make 10 "men" out of white tag board
Label with these colors:

red
blue
black
white
green
yellow
brown
orange
purple
pink

Cut out 10 color faces.
Children match faces to color men.
(use color construction paper for faces)

On the Go!
(Use same format with letters to teach letter names, sounds, and words that begin with the sound).
start
how
take
were
old
may
him
by
an
Some
I
the
away
help
going
said
like
put
play
Come
here
be
work
is
blue
me
her
can
look
go
see
finish

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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